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ABSTRACT

A starting point for self-discipline may be to compile a list of objectives that the particular school wishes to meet. The list should be assembled with faculty, administrative, parental, and, most importantly, student input. If a definite list of goals is draw up with student input then students will be able to form an identification with those goals that they have had a voice in implementing. Teachers, parents, and others interacting with students should realize the powerful influence they can have as role models. If all students on all levels feel that they have a vested interest in the way their school is running, then they will work toward making it a better place. This interdependence serves to reinforce the concept of the importance of goals. A governing body can be responsible for the development of the listed goals. Each class can have an elected representative who will act as the official representative for his class. Community involvement will also become an important part of this process, as the community is the larger part of this entire system. Teachers will be able to blend both the cognitive and affective spheres of learning, because students will become involved when the situations directly involve them. This is a suitable way for students to clarify their own values, work at self-actualization, and emerge from the school setting capable of making responsible decisions in areas which they have played some part in creating. (ABL)

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The Impact of Goal Setting Techniques in Effectuating Self-Discipline

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The Impact of Goal Setting Techniques in Effectuating Self-Discipline

It is appropriate to set and define specific expectations for a student within a school setting. This setting of goals facilitates the concept of being responsible for one's own behavior.

Mischel and Mischel (cited in Lickona, 1976) address the issue of a person recognizing their own subjective values as well as their expectations in any given situation. An individual is capable of knowing how to behave competently in a variety of situations, but will the individual act in an appropriate manner must be analyzed.

To analyze self-discipline it is important to recognize that self-discipline is an outgrowth of an individual's morality.

Bandura (cited in Lickona, 1976) speaks of an individuals adaptation of contingency rules. These are rules, according to Bandura, which will guide behavior in the absence of immediate external pressures. These rules specify the expected types of behavior under particular circumstances (goals) that the behavior must achieve or fail to achieve.

It is essential for students to know what is expected of them within a school environment. They must be "synergized" into the academic setting that they are presently in.

Mischel, Zeiss, and Zeiss (cited in Lickona, 1976) point out the importance of the "locus of control" with regard to a child's behavior. With internal locus of control, the control is recognized as a consequence of the child's own action. In external locus of control, it is the consequence of an external force. Findings for differences in beliefs about internal vs. external locus of control are partial determinants for goal-directed behavior.

Bronfenbrenner (cited in Carter, 1987) suggests that students are capable of self-discipline, but emphasizes that students must be taught what it means to actually be a member of society, what their responsibilities are to their nation, and finally how to appropriately interact with others.

The writings of Work, et.al. (1987) emphasize the need for self-control (discipline) in children. He recognizes that children who have the ability to maintain and alter their own goal-directed behavior with minimal outside support will become the same adults who become the same adults who will be better equipped to manage life's problems. A strong relationship is suggested between self-control and positive adjustment within an academic setting.

Hyman and D'Alessandro (cited in Carter, 1987) give a clear and unusual definition to discipline. Their view of discipline (within a democracy) is that it should spring from the internal

controls of self, not from a fear of punishment. They further state that successful approaches toward self-discipline in schools should enhance individual self-esteem as well as encourage cooperation.

The positive value climate of a well-disciplined school encourages the development of self-disciplined students. Wayson (cited in Carter, 1987) uses the model of good citizenship for a technique to be used in bringing about self-discipline. In general, the schools that were themselves well disciplined displayed the following characteristics:

1. a view that the school was a place to do valuable, successful, productive work
2. a focus on causes of discipline problems rather than on the symptoms
3. an emphasis on positive and preventative practices
4. adapted practices to meet their own needs and styles
5. having faith in students and staff, and distributing a great deal of energy to turn beliefs into realities (really working at it!)

A total positive, holistic, systems analysis approach toward creating an environment which is structured for success, self-awareness, and self-regulation is demonstrated as valuable and workable for an individual to emerge as self-actualized and self-directed.

Zigler and Child's (cited in Scileppi, 1988) presentation of the positive view of socialization describes a child who is only deficient in a knowledge of proper behavior within a particular culture. The student will seek out adult models and will at some point relate closely to a particular model that fits with his/her own life ethic. Havighurst (cited in Faust and Feingold, 1969) identifies a similar pattern as that described by Zigler and Child, that of the child's use of adult models who demonstrate self-esteem and social fidelity.

It has been shown that it is essential to set goals for students, and by doing so students are able to identify, assimilate, and form their own sense of self-discipline, as demonstrated by the internalization of effective goals which had been presented at some prior time.

A global view towards goal setting techniques is part of the way that Rogus (1987), identifies what he believes teachers and administrators need to pursue, their own growth and development. A need to establish a curriculum that will place emphasis on the students ability to have positive character formation, mutuality, and most importantly self-directed learning is essential. This approach is also supported by Ames and Ames (1984) who explore the qualitative view of motivation that which will enable both students

and teachers to process the information within their environments in terms of goals.

It is essential to define the goals that students are expected to accomplish, explain to them how they are to be evaluated, and finally to see how students will relate to each other on any given task.

I spoke with Eileen Kerins, principal of North Park Elementary School in Hyde Park, New York. Together we complied the problem statement: The impact of goal/value setting techniques in effectuating self-discipline. The method of change that I will propose will explore the dynamic process of establishing specific goals and integrating a process by which the students themselves assume responsibility for their own actions.

A starting point for self-discipline may be to compile a list of objectives that this particular school wishes to meet. The list (goals) should be assembled with faculty, administrative, parental, and <u>most importantly</u> student input. If a definite list of goals is drawn up with student input, then <u>each</u> student will be able to form and identification with those goals that he/she has had a voice in implementing. I believe that this is an effective starting point, in that the "ground plan" is set, now a way in which to set the plan into action.

Role modeling by teachers, parents, and all levels of those who interact with students should become aware of the powerful influence that they have in shaping a student's construct of appropriate behavior within the school environment. Learning can always be made to be productive. Within each classroom there could also be the same list of school wide goals posted, but each classroom, with the teachers interpretation, can have its' own definition on how to become a daily part of the class structure. For example, second grade and fifth grade students would certainly have different approaches on how to meet these goals. A sharing of students between classes for specific projects would bring about cooperation as well as the interaction between these two levels.

If all students on all levels feel that they have a vested interest in the way their school is running, then they will work toward making it a better place. This interdependence serves to reinforce the concept of the importance of goals.

A governing body of students and faculty can be responsible for the development of the listed goals. Each class can have an elected representative who will act as the "official" representative for his/her class. The "elected" representative could serve either weekly or monthly, and

re-elections could be determined by each individual class. This concept, I believe, is highly democratic, and reinforces the united effort that each student must, at least in some part, make in determining their own value judgements. This type of representative government within a school setting can have many positive effects for later development. As young children involve themselves with the governing and rule-making for their school, this can have a carry over effect into adult life. Voting and participation in civic activities will have been learned, integrated behavior that these same students were taught years earlier.

Community involvement will also become an important part of this process, as the community is the larger part of this entire system. Teachers will also be able to blend both the cognitive and affective spheres of learning, because students from each classroom will tend to be more involved with the stated goals when situations are directly related to them personally.

At North Park Elementary School in Hyde Park older students (fifth and sixth graders) are responsible for the P.M. kindergarten students to get to their appropriate buses each afternoon. This is an admirable way to have shared responsibility, and a sense of unity within a school setting.

The younger students can again look toward the older students as appropriate role models, hopefully with behaviors that the younger students will want to make their own.

I believe that this is really a "hands-on" approach for goal setting. The students can be involved at many levels and must cooperate among each other for goals to be met.

This is a suitable way for students to clarify their own values, work at self-actualization, and emerge from the school setting capable of making responsible decisions in which they have played some part in creating.

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IDENTIFIERS	Goal Setting/Self-Discipline
ABSTRACT	Self-discipline is examined from the perspective of how students can best implement a variety of personal goals within the school setting. Major points recognized are internal vs. external locus of control, individual self-esteem, and self-directed learning capabili- ties. This paper discusses some aspects of how to create a positive academic environment, while at the same time allowing students to make valuable contributions to this end.

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